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ABSTRACT

The evaluation report describes special education services provided to trainable mentally impaired (TMI), autistic impaired (AI), severely multiply impaired (SXI), and severely mentally impaired (SMI) students at and through the Melvin G. Millet Learning Center (Bridgeport, Michigan). The eight program components are described individually and include: aquatic therapy; community education; computer-assisted instruction/occupational therapy; occupational and physical therapy; library/media services; TMI summer school; AI summer school; and curriculum review. For each program component information is provided on staffing, aides' responsibilities, instruction, and student attainment of objectives. Evaluation indicated that 95.6% of objectives were attained. Recommendations include increasing staff participation, identifying reasons why some services were not provided, and continuing data collection. (DB)

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EVALUATION REPORT

TRAINABLE MENTALLY IMPAIRED/
SEVERELY MULTIPLY IMPAIRED/
AUTISTIC IMPAIRED/
SEVERELY MENTALLY IMPAIRED

PRODUCT EVALUATION REPORT
1989-1990

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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PRODUCT EVALUATION REPORT
1989-1990

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

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August, 1990

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INTRODUCTION

For the school year 1989-90, the School District of the City of Saginaw received $119,863 under Public Law 89-313.[1] This funding was for the continuation and expansion of the programs offered at and through the Melvin G. Millet Learning Center located in Bridgeport, Michigan. These programs provided special education services to Trainable Mentally Impaired (TMI), Autistic Impaired (AI), Severely Multiply Impaired (SXI), and Severely Mentally Impaired (SMI)students.[2]

These programs were contained within eight components in the grant. The components were:

- Aquatic therapy;
- Community education;
- Computer assisted instruction/occupational therapy;
- Occupational and physical therapy;
- Library/media services;
- TMI summer school;
- AI summer school; and
- Curriculum review.

For each of these components, objectives were mandated.

The balance of this text is divided into eight sections detailing, respectively, the eight components of these programs. Each section contains: 1) a description of the duties of the aide (where applicable); and 2) an assessment of performance in each of the specified objectives respective to the component, using the criteria in the grant as standards.

Following these sections will be a summary and recommendations.

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[1] Public Law 89-313: Education for All Handicapped Children Act.

[2] Students were assigned to receive those services as were specified in their IEP's. Thus, individual students varied as to which of the services they did or did not receive; not every service needed to be nor was provided to every student.

EVALUATION PROCEDURES

In June, 1990 records were submitted to an evaluator by the supervisor at the Melvin G. Millet Center. The records detailed the performances; both in and out of the classroom; of students and Millet Center personnel during 1989-1990. The evaluator reviewed the records and compared the data to performance standards specified in the grant.

An analysis of the data collected through these procedures is presented on the following pages.

PRESENTATION AND ANALYSIS OF DATA

COMPONENT ONE: AQUATIC THERAPY

The goal of this component was to provide adaptive aquatic therapy to eligible TMI, AI, SXI, and SMI students. To facilitate this goal, the grant mandated the employment of two aides.

Description of the Aide's Duties

The aide were employed to:

1. Monitor behavior in locker rooms;
2. Assist personal hygiene instruction;
3. Assist in water survival skills instruction; and
4. Assist in recreational swim instruction.

The aides were certified as advanced senior life savers/water safety instructors with current cardio-pulmonary resuscitation (CPR) skills.

Criteria and Attainment

This component had two objective criteria areas: staffing and adaptive aquatics instruction.

Staffing

The aides were to be hired by September 1, 1989. A review of employment records indicated that this did occur; therefore, this criterion was attained.

Instruction

The grant specified that 70% of the students would be attain 70% of the individually selected adaptive aquatics objectives on their IEP. Students were considered to be ineligible if their IEP's specified no swimming.

Table 1, below, displays the number and percent of eligible students, by classification, who attained at least 70% of their adaptive aquatics objectives.

TABLE 1. NUMBER AND PERCENT OF ELIGIBLE STUDENTS, BY CLASSIFICATION, ATTAINING AT LEAST 70% OF THEIR ADAPTIVE AQUATICS OBJECTIVES--1989-1990.

Student Classification	Attained At Least 70% Of Aquatics Objectives			Program Objective* Attained?
	N Eligible	Number	Percent	
TMI	61	50	82.0%	Yes
AI	34	28	82.4%	Yes
SXI	30	22	73.3%	Yes
SMI	21	17	81.0%	Yes
TOTAL	145	117	80.7%	Yes

*Program objective: at least 70% of the students attaining at least 70% of their objectives.

A review of Table 1 indicates that the adaptive aquatics objective was attained by TMI, SXI, SMI and AI students. Further, overall, the objective was attained.

COMPONENT TWO: COMMUNITY EDUCATION

The presentation of social/recreational and community education instruction to eligible SMI, SXI, TMI, and AI students was the goal of this component. One community education aide was to be hired to assist with this instruction.

Description of the Aide's Duties

The aide was employed to fulfill five primary duties:

1. Assist with instruction to prepare students for community education activities;
2. Monitor students while being transported to the community activities;
3. Assist with instruction in the community;
4. Coordinate and schedule field trips, practical life skills, and activities outside of the building; and
5. Layout, edit, and produce parent newsletter.

Criteria and Attainment

This component had four objectives: staffing, social/recreational activities, newsletters, and life skills instruction.

Staffing

The aide was to have been hired by September 1, 1990. Since employment records indicate that this happened, this criterion was attained.

Social/Recreational Activities

The grant mandated that at least 70% of the SMI, TMI, AI, and SXI students will attend at least two social/ recreational activities. (Students whose IEP's specifically excluded their participation were considered ineligible, and excluded from this analysis.)

Table 2, below, presents the number and percent of students, by classification, who attended at least two such activities.

TABLE 2. NUMBER AND PERCENT OF ELIGIBLE STUDENTS, BY CLASSIFICATION, ATTENDING AT LEAST TWO SOCIAL/RECREATIONAL ACTIVITIES DURING--1989-1990.

Student Classification	Students Attending At Least Two Activities			Program Objective* Attained?
	N Eligible	Number	Percent	
TMI	87	80	92.0%	Yes
AI	36	32	88.9%	Yes
SXI	25	19	76.0%	Yes
SMI	25	23	92.0%	Yes
TOTAL	173	154	89.0%	Yes

*Program objective: at least 70% of the students will have attended at least two activities.

A review of Table 2 illustrates that for all classifications of students, the social/recreational portion of the community education objective was attained.

Newsletters

A minimum of five parent newsletters were to be produced and disseminated during the 1989-90 school year; eight were. Copies of the newsletters are on file at the Melvin G. Millet Learning Center. This standard was met.

Instruction

It was mandated in the grant that at least 70% of the eligible TMI students[3] would attain at least 70% of their community living (life skills

[3]Those who had community living (life skills instruction) specified on their IEP's.

instruction) objectives. A review of the TMI student performance records indicated that 42 of 50 students (84.0%) attained at least 70% of their objectives. Thus this portion of the objective was attained.

All four portions of the Community Education objective were attained.

COMPONENT THREE: COMPUTER ASSISTED INSTRUCTION/OCCUPATIONAL THERAPY

The goal of this component was to provide to eligible TMI, AI, SXI, and SMI students computer assisted instruction. One aide was to be employed to assist in achieving this goal.

Description of Aide's Duties

The aide was assigned four primary duties:

1. Assist therapy staff with instructing students using computers and other "high-tech" equipment;
2. Assist therapy staff with maintaining computers and equipment;
3. Provide individual drill and practice instruction for language enhancement to selected students; and
4. Assist students/staff with the selection of augmentative communication devices and environmental controls.

Criteria and Attainment

This component had two objective areas: staffing and instruction.

Staffing

A review of the employment records indicated that the aide was hired before September 1, 1989. The standard stated in the grant was met.

Instruction

The grant specified that individualized computer assisted instruction will be provided to students as specified in their IEP goals and objectives. Nine students (8 SXI and 1 TMI) had IEP's with goals specifying this instruction. A review of the case load of four staff therapists confirmed that all 9 students (100.0%) received this instruction, attaining the criterion.

COMPONENT FOUR: OCCUPATIONAL THERAPY AND PHYSICAL THERAPY

The goal of this component was to provide eligible TMI, AI, SXI, and SMI students physical therapy. One aide was to be employed to assist in achieving this goal.

Description of the Aide's Duties

The aide was assigned five primary duties that involved assisting the therapy staff with the following:

1. Transporting students to and from therapy;
2. Providing self-help instruction to students (i.e., feeding, toileting);
3. Providing therapy instruction to students;
4. Laundering; and
5. Appropriately maintaining equipment and supplies.

Criteria and Attainment

This component had two objective criteria areas: staffing and instruction.

Staffing

Personnel records verified that the aide was hired prior to September 1, 1989, which met the criterion.

Instruction

Occupational/physical therapy was to be provided to TMI, AI, SXI, and SMI students as specified in their individual IEP goals and objectives. Five students (2 TMI, 2 SMI, and 1 SXI) had IEP's which included physical therapy. A review of case load summaries confirmed that all five (100.0%) students received their mandated physical therapy. This standard was attained.

COMPONENT FIVE: LIBRARY/MEDIA SERVICES

It was the goal of this component to provide, on a contractual basis, library/media assistance and services to TMI, AI, SXI, and SMI students and the staff serving them.

Criteria and Attainment

Documentation submitted confirmed that library/media services were contracted. The amount expended was $7662.96.

The grant specified that a log would be maintained evidencing the library/media assistance provided (service, data materials, etc.) to the Millet Center. A July, 1990 review of this log indicated that two librarians provided services for a total of (on average) 26.5 hours per week.

The following is a summary of the provided services:

- Rendering story hours and/or circulating materials to 25 classes.
- Maintaining the library.

- Recataloging books, etc. under a new system and discarding unusable books.

- Maintaining the following:
  - A file of publishers' catalogs;
  - Bulletin boards and displays;
  - Circulation system and its files;
  - Library materials (e.g., books, filmstrips, tapes).

- Purchasing and critiquing books and periodicals.

- Cataloging new acquistions (under the new cataloging system).

- Orchestrating special shows and guest speakers.

- Updating parents and/or usersof library acquisitions.

- Assisting professionals in obtaining literature/teaching aids.

This objective was attained.

COMPONENT SIX: TMI SUMMER SCHOOL

The goal of this component was to provide a four week summer school for TMI students. Four teachers and four aides were to be employed to assist in achieving this goal.

Description of Aides' Activities

The aides were assigned to perform five primary activities:

1. Assist classroom teacher in providing instruction to the students;

2. Assist with self-help activities - lunch/toileting/ dressing and undressing for pool;

3. Supervise students in classroom and on field trips;

4. Assist with maintenance of classroom materials and equipment; and

5. Assist bus staff with supervision of students.

Criteria and Attainment

The TMI summer school component had two objective areas: staffing and instruction.

Staffing

A review of personnel records verified that teachers and aides were employed by June 30, 1989. This criterion was met.

Instruction

The grant mandated that 70% of the TMI students will participate in instructional activities related to the following areas: adaptive aquatics; life skills instruction; social/recreational activities; and outdoor education.

Adaptive aquatics could not be offered during the summer. In October, 1988, it was determined that the swimming pool at the Millet Center was unsafe. Repairs were not finished until Fall, 1989.

Table 3, below, presents the number and percent of TMI students who participated in the remaining summer activities.

TABLE 3. NUMBER AND PERCENT OF TMI STUDENTS PARTICIPATING IN SUMMER SCHOOL ACTIVITIES, BY INSTRUCTIONAL AREA, 1989-1990.

Instructional Activity	Students Participating In Activities			Program Objective* Attained?
	N	Number	Percent	
Life Skills	13	13	100.0%	Yes
Social/Recreational	13	13	100.0%	Yes
Outdoor Education	13	9	69.2%	No
All Three Activities	13	9	69.2%	No

*Program Criteria: 70.0% will participate in each of the areas.

From examining Table 3, it can be seen that the program objective was attained in two of the three (66.7%) activities. Based upon these records, this objective was partially attained.

COMPONENT SEVEN: AI SUMMER SCHOOL

The goal of this component was to provide a four week summer school for AI students. Three teachers and three aides were to be employed to assist in achieving this goal.

Description of the Aides' Activities

The aides were employed to perform five primary activities:

1. Assist classroom teacher in providing instruction to the students;
2. Assist with self-help activities - lunch/toileting/ dressing and undressing for pool;
3. Supervise students in classroom and on field trips;
4. Assist with maintenance of classroom materials and equipment; and
5. Assist bus staff with supervision of students.

Criteria and Attainment

The AI summer school had two objective criteria: staffing and instruction.

Staffing

A review of personnel records indicated that the teachers and aides were employed by June 30, 1989. This criterion was met.

Instruction

The grant specified that 70% of the AI students will attain 70% of their individually selected objectives in each of the following instruction areas: cognitive development activities; speech and language development activities; adaptive aquatic therapy; and day camp[4].

[4]Not every student had an IEP requiring instruction in each of these three areas.

As with the TMI summer school, the adaptive aquatics activities were not possible because the pool was not in satisfactory working order.

Table 4, below, presents the number and percent of AI students who participated in the remaining summer activities.

TABLE 4. NUMBER AND PERCENT OF AI STUDENTS PARTICIPATING IN SUMMER SCHOOL ACTIVITIES, BY INSTRUCTIONAL AREA, 1989-1990.

Instructional Activity	Students Participating In Activities			Program Objective* Attained?
	N	Number	Percent	
Cognitive Development	14	10	71.4%	Yes
Speech/Language	14	10	71.4%	Yes
Day Camp	14	10	71.4%	Yes
All Three Activities	14	10	71.4%	Yes

*Program Criteria: 70.0% will participate in each of the areas.

Based upon the information above, the criterion was attained.

COMPONENT EIGHT: CURRICULUM REVIEW

The goal of this component was to engage the TMI, AI, SXI, and SMI staff in the revision of the curriculum.

Criteria and Attainment

The grant mandated two activities. First, professional staff members were to directly participate in the revision and development of the curriculum; A log was to be kept which detailed who participated, how often each participant participated, and what curricular issues were discussed. Second, the curriculum was to be computerized by a consultant.

Staff Participation

A curriculum development committee was formed prior to the beginning of the 1989-90 school year. This committee consisted of ten staff members, all of whom were special education certified teachers.

According to submitted documentation, this committee met on six occasions during 1989-90. Table 5, below presents a frequency distribution of meeting attendance.

TABLE 5. FREQUENCY COUNT OF 1989-90 CURRICULUM REVISION MEETINGS ATTENDANCE BY THE TMI, AI, SXI, AND SMI STAFF.

Number of Meetings Attended	Number of Staff Members
6	0
5	0
4	2
3	3
2	0
1	4
0	1
Average Number Attended (Standard Deviation)	2.1 (1.4)

The committee actions have produced the following:

- A completed, draft copy of curricula for the areas of;
  - Fine Motor/Gross Motor;
  - Cognitive; and
  - Socialization.
- Revisions in the Community Living curricula have been implemented.
- Revisions for the Pre-Vocational and Vocational curriculum have begun. They are scheduled for completion during Summer, 1990.

Copies of these documents are available through the Millet Center.

The documentation presented to the evaluator verified that staff members were included in the process and that substantial results in curricula revision were made. This objective was attained.

Computerization

During 1989-90, a total of $7500.00 was expended for the computerization consultant services. These services were a continuation of services begun in 1988 (see the 1988-89 product evaluation of these programs for details). Specifically, these services and expenditures were as follows:

- Purchase of the software package to store and process curricular information, students' IEP's, and students' performance records ($3,300.00).
- Implementation of the software and training of the TMI, AI, SXI, and SMI staff in its use ($3,300.00).
- Data entry (curriculum and student data) ($900.00).

According to the submitted documentation, as of June, 1990, some of the training (less than ten percent of the contracted time) was still to be performed.

This objective was attained.

SUMMARY

Special education services were offered to TMI, AI, SXI, and SMI students at or through the Melvin G. Millet Center in Bridgeport, Michigan. The programs through which these services were offered received funding under Public Law 89-313 and had activities which were mandated in the grant proposal.

The chart below presents the ten components of the grant, the objectives/activities specific to them, and the program's attainment of the objectives.

Component	Objective	Attainment
Adaptive Aquatics	Staffing	**Yes**
	Instruction	
	- TMI students	Yes
	- AI students	Yes
	- SXI students	Yes
	- SMI students	Yes
	- Overall	**Yes**
Community Education	Staffing	**Yes**
	Social/Recreational Activities	
	- TMI students	Yes
	- AI students	Yes
	- SXI students	Yes
	- SMI students	Yes
	- Overall	**Yes**
	Newsletters	**Yes**
	Instruction	**Yes**
Computer Assisted Instruction/ Occupational Therapy Aide	Staffing	**Yes**
	Instruction	**Yes**
Occupational Therapy and Physical Therapy Aides	Staffing	**Yes**
	Instruction	**Yes**
Library/Media Services	Record Keeping	**Yes**

Component	Objective	Attainment
TMI Summer School	Staffing	Yes
	Instruction	Partial
AI Summer School	Staffing	Yes
	Instruction	Yes
Curriculum Review	Staff Participation	Yes
	Computerization	Yes

As can be seen in the chart above, 22 of the 23 (95.6%) objectives[5] were attained. In addition, in the one objective (4.3%), the criteria were partially attained.

On the next page, recommendations for the program, based upon these findings, will be offered.

[5]Overall attainment was not counted as an objective.

RECOMMENDATIONS

Based upon the findings and the data presented above, the records submitted to the evaluation staff, and conversations with a supervisor at the Melvin G. Millet Center, the following recommendations are offered:

- Although the staff participation objective of the curriculum component was attained, ways should be considered to increase staff participation or to document other forms of participation than meeting attendance (e.g., hours spent reviewing drafts of curriculum proposals).
- Determine why some of the TMI students enrolled in the summer school did not receive outdoor education and determine what steps might aid in making these services available to them in the future.
- Continue to collect data at the end of each session, before faculty and staff leave, and assemble it onto summary sheets. This facilitates subsequent data analysis and brings to light any omissions in the data in a timely enough fashion so that faculty or staff members might be contacted.